Curriculum Statement

Department Name: Performing Arts

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Darkwood Manor	Pantomime	Oliver Twist	Our Day Out	War Horse	Romeo and Juliet
8	Victorian England	Physical Theatre	Responding to Stimuli (Devising)	Theatre in Education	Acting for Camera	A Midsummer Nights Dream
9	Let Him Have It	Comedy	Non-naturalist Drama	Scripted Performance and Design	Noughts and Crosses	Macbeth
10	Component 1 - Component 1 teaching delivery with a focus on Learning Aim A.	Component 1 teaching delivery with a focus on Learning Aim B. Pearson Set Assignment released December.	Component 1 Pearson Set Assignment T&L focus followed by coursework completion.	Component 2 teaching delivery with a focus on Learning Aim A.	Component 2 teaching delivery with a focus on Learning Aims A&B.	Component 2 teaching delivery with a focus on Learning Aim B.
11	Component 2 refresher – expectations of the component. Completion of Learning Aims A & B. Pearson Set Assignment released September.	Component 2 Learning Aim C coursework complete. Component 3 teaching delivery with a focus on Learning Objective 1.	Component 3 teaching delivery with a focus on Learning Objective 1, 2 & 3. Pearson Set Assignment released January.	Component 3 assessments complete for Learning Objective 3 & 4.		

Rationale for the Sequencing

- Within the curriculum, there is an inclusion of a wide range of drama elements to ensure students have detailed knowledge and understanding of the full subject area.
- The curriculum is sequenced in such a way that not only allows the pupils to gradually build subject-specific skills and knowledge as they progress through the school but they are able to revisit prior knowledge throughout their journey.
- The performing arts also focus on skills based learning ensuring students have transferrable skills including team work, communictaion, confidence and leadership – all skills which are essential to support the pupils to flourish as men and women for others.
- All students studying performing arts are encouraged to use their God given talents to further develop as an actor/performer.
- The combination of practical and written work allows all students to excel in different areas.
- Drama is a robust and academic subject, especially at the highest level, and we will continue to promote these subjects as academic through rigorous written work across all year groups.
- The drama curriculum provides an excellent opportunity for young people to engage with contemporary contentious issues, developing social, cultural, spiritual, political, philosophical and historical awareness.
- Pupils study a variety of plays throughout KS3 and KS4;
    - Year 7: *Our Day Out, Oliver Twist, War Horse* and *Romeo and Juliet*
    - Year 8: *A Midsummer Night's Dream*
    - Year 9: *Our Day Out (revisited), Grease, Blood Brothers, Noughts* and *Crosses and Macbeth*
    - Year 10: *Hamilton, Blood Brothers* and *Bouncers*
    - Year 11: *All My Sons* and *Teechers*
    - **(The plays studied are subject to change and dependant on the availability of live performance opportunities – particularly in KS4)**

Intent – What we are trying to achieve?

The performing arts curriculum is taught to KS3 pupils over 2 lessons per fortnight with an aim to foster and further students' understanding and love of the theatre whilst building a sound knowledge base of the key skills required in the creation of Drama.

Across all year groups, students are taught to have excellent audience etiquette when peers are performing – building a culture of respect and kindness amongst the pupils which they will carry with them through their lives both in and out of school.

We allow students to have as many opportunities as possible to collaborate with others within a 'professionally produced' school production and to have an opportunity to either perform or work as stage crew. We aim for an ethos where 'everyone is as important as each other' within the cast and crew thus further providing the basis to encourage the pupils to be men and women for everyone.

Encourage the following skills and attributes: free thinking, being adaptable, listening, problem solving, confidence, empathy, creativity, resilience, good communication skills.

Implementation – How do we translate our vision into practice?

Schemes of Learning

- The curriculum covers a range of theatrical styles, plays and drama practitioners which are further dictated by the examination boards at KS4 and KS5. Continuing to include performance, composition and devising units across the age range continues to promote confidence and skills-based learning for all students.
- Curriculum hours at KS4 need to be planned carefully and meticulously within performing arts to allow suitable time for students to complete coursework and prepare for practical examinations in drama to the best of their abilities and prepare for the examination.
- Staff actively attend CPD to further improve their curriculum knowledge and knowledge of the examination boards and requirements.

- Drama booklets are supplied for each component at KS4 so students have a log of their learning, as well as a revision source, with books used for assessed work and folders for independent work.
- Plays within the performance component are chosen to be accessible for students and allow for differentiation in groupings and for access to individual characters.

Assessment

- Assessments in KS3 aim to cover all areas of taught subject knowledge including practical creative work, written evaluations of own and peers' work and written creative work such as script-writing.
- Skills continue to be developed from the outset, with regular practice, in drama to ensure students can transfer them between topics and also to other subjects.
- Live marking to be completed across all key stages to ensure students receive specialist feedback and are able to act independently to improve their performance and devising as well as written work.

Cross curricular learning

- Staff within the performing arts department continue to support with extra-curricular activities across the age range of students, providing students with a wide range of opportunities both on and offstage aiming to give professional experiences within the arts.
- The performing arts support the wider curriculum of the College and ensure there are opportunities to develop their knowledge and understanding of the arts through performances, musicals, plays and trips. Extra-curricular opportunities are available and open to all students and allow students to take on a range of roles including backstage, actor, musician, technical, costume etc.
- The performing arts department continues to work alongside other subjects. Annual musical productions encourage collaboration with the art and technology departments to support with the set design and costume.
- Drama also links to English due to the in-depth analysis of performance texts studied at GCSE and A-Level.

Cultural Capital

- A skills-based learning approach also allows students to link this to their career intentions. Wider opportunities within the performing arts also allow students to consider career options and interests.
- Theatre visits are encouraged for many year groups to support students with their course as well as broadening the cultural awareness of the arts. There are specialised trips for students studying at KS4 as well as the opportunity for year 9 pupils to attend a theatre trip.

Impact – What is the impact of our curriculum on the students?

- Trackers are in place for KS4. This allows teachers to use current grade boundaries and input coursework grades to ensure students are meeting their target grade.
- Due to the skills-based nature the subject, students are prepared for their future career and develop transferrable skills.
- Intervention is set up as appropriate to ensure strong coursework grades and as extra preparation for examinations.
- Work booklets in KS3 aid assessment. Assessment is based on both practical creativity and written evaluation.
- Performance levels of students are very high across drama.
- Performing arts represents the college on many occasions within school events and the wider community.
- Repetition of skills across the year groups ensures there is a development of key skills which forms confident practitioners.
- There are regular updates of the schemes of learning based on strengths and weaknesses and examination analysis.
- Choice of text depends on previous achievement and accessibility for the students.

Key actions in order to secure the department curriculum statement

- Every lesson in our schemes of learning has clear success criteria that are structured to ensure students build on their work and improve their practice. This is particularly effective as a guide in the use of composition and performing. Specific and individualised success criteria are also provided for students for the completion of practical work (stretch and challenge activities are also used).
- Year 7 and 8 theatre trip in Autumn 2 term to increase the cultural capital across school.